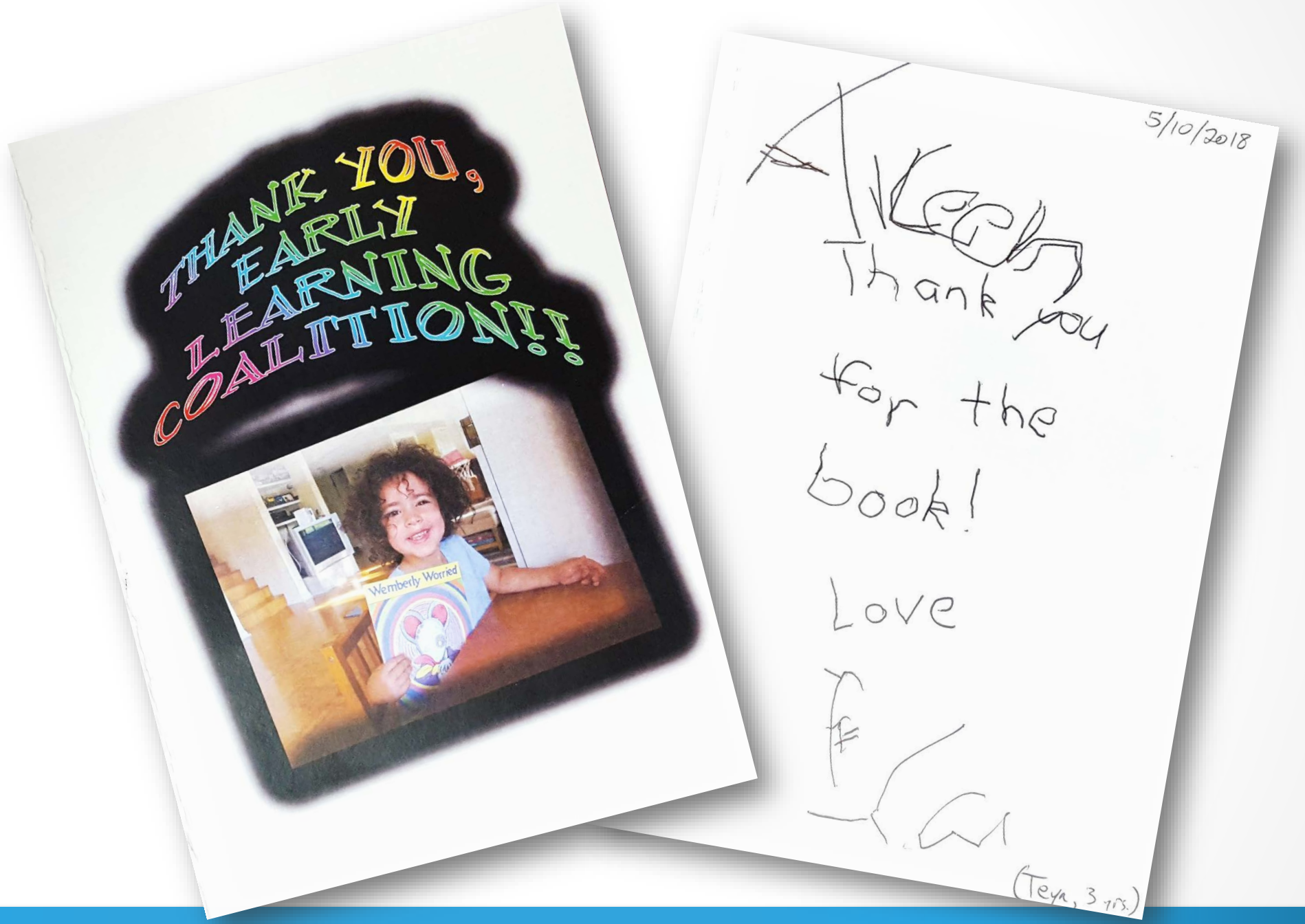
Early Learning Coalition of Miami-Dade/Monroe

CEO Report

June 4, 2018


THANK YOU, EARLY LEARNING COALITION!!
Wemberly Worried
5/10/2018
Thank you
for the
book!
Love
(Teya, 3 yrs.)

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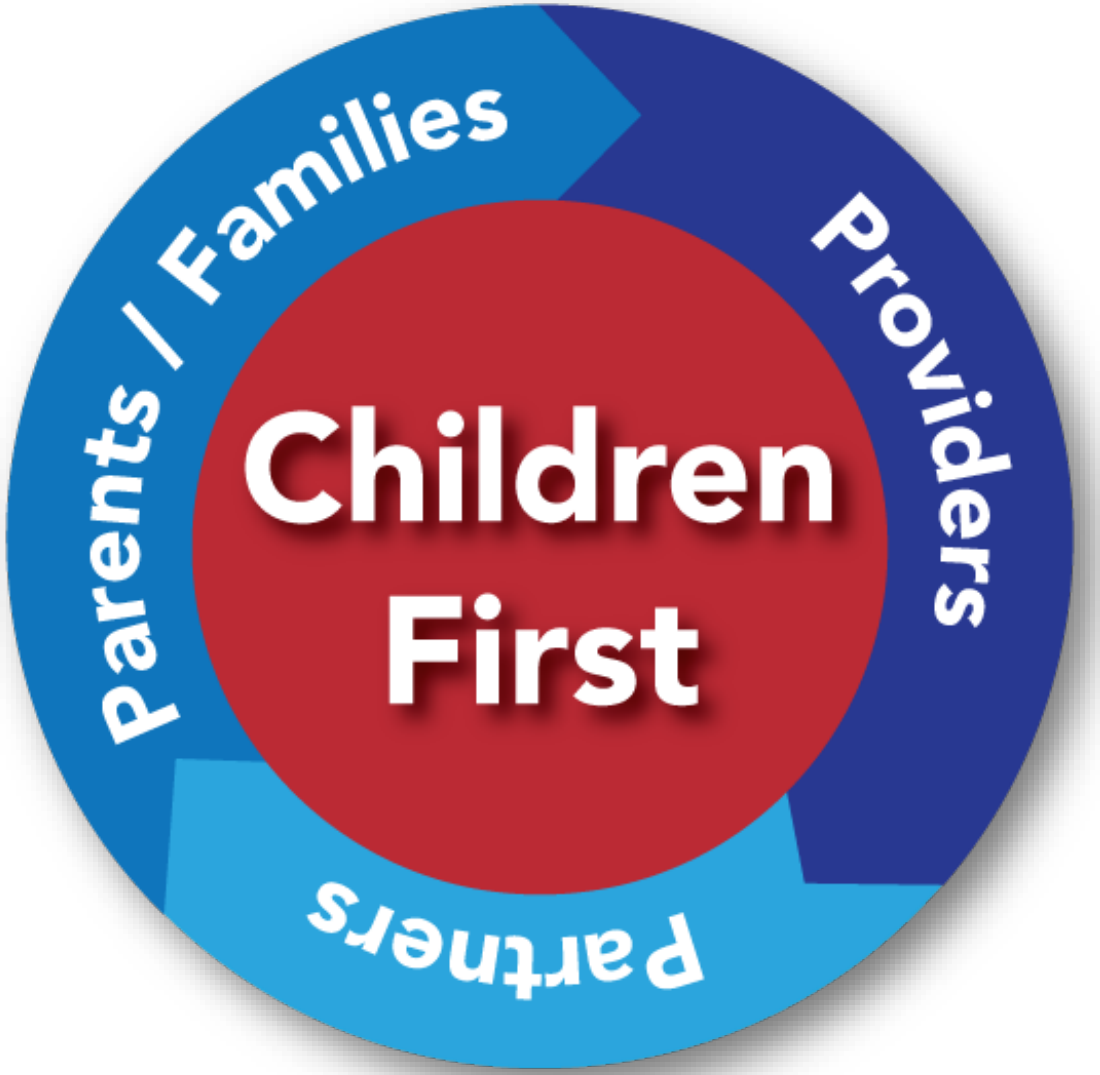
Strategic Plan


Parents / Families
Providers
Partners
Children First

Mission and Vision

Mission

To promote high-quality inclusive school readiness, voluntary pre-kindergarten and after school programs, thus increasing all children's chances of achieving future educational success and becoming productive members of society. The Coalition seeks to further the physical, social, emotional and intellectual development of Miami-Dade and Monroe County children with a priority toward the ages birth through age 5.

Vision

Children First

To ensure a comprehensive and integrated early learning system for all families and their children, birth to 5 years, ensuring high-quality programs throughout Miami-Dade and Monroe Counties, so children enter school ready to learn and succeed in life.

Children First: The Strategic Plan for the Early Learning Coalition of Miami Dade/Monroe 2017-2022

OUR MISSION

To promote high-quality inclusive school readiness, voluntary pre-kindergarten and after school programs, thus increasing all children's chances of achieving future educational success and becoming productive members of society. The Coalition seeks to further the physical, social, emotional and intellectual development of Miami-Dade and Monroe County children with a priority toward the ages birth through age 5.

OUR VISION

CHILDREN FIRST

To ensure a comprehensive and integrated early learning system for all families and their children, birth to 5 years, ensuring high-quality programs throughout Miami-Dade and Monroe Counties, so children enter school ready to learn and succeed in life.

OUR VALUES

- **CHILDREN** - Children are at the heart of all we do. We believe that all children, regardless of circumstance, are capable of educational excellence and personal growth, and we are committed to ensuring school readiness and lifelong success for each one.
- **COMMUNITY -** We believe children are the future, and our community is an essential part of their road to success. By working together, we can promote high quality early education and support children as they become thriving, productive members of society.
- **PARTNERSHIP** - We value partnerships and are collaborative in all we do. We work closely with fellow service providers, families, corporations, elected officials, individuals, and the community at large to promote the importance of early learning and to secure educational opportunities for all children.
- **ADVOCACY -** We are a champion for children, promoting positive societal and community change. Our staff and community partners are committed to advancing early education throughout Miami-Dade and Monroe counties and are set apart by our collective passion, strength and dedication to children.
- **EXCELLENCE -** When it comes to early learning, quality matters. We are committed to excellence, providing quality programs and services that make a difference in our community. Designed to further the physical, social, emotional and intellectual needs of all children, our programs are innovative and offer each child an equal opportunity for a successful future.
- **CUSTOMER SERVICES -** We strive to meet the needs of our parents, families, providers and partners by providing comprehensive customer service in a professional, timely and courteous manner.
- **EQUITY -** In working with parents, families, providers, and partners, we are committed to the principle of equity and balance, so that all may benefit from the work we do, while keeping children first.

PRIORITY INITIATIVES

NEEDIEST CHILDREN

Improve outcomes for children in our neediest communities, including children with developmental and other delays and disabilities, by improving the quality of early learning programs

Target neediest areas
Identify centers in distressed zip codes and those serving children with, or at risk for, developmental delays & provide extra support for them to meet higher standards

Increase the Number of Children
Receiving services who have physical, developmental, sensory, and social-emotional delays and disabilities

YOUNGEST CHILDREN

Offer a continuum of care throughout childhood, with a particular focus on infants and toddlers

Age-based Rates
Adjust reimbursement rates to offer incentives to serve the youngest children

PROVIDERS

Strengthen Coalition relationship with providers and support providers meeting higher quality performance requirements

Improve Provider Selection and Contracting Process
Establish local provisions that support parental choice and ensure providers serving children receiving subsidies meet contract and quality requirements

Teacher Education
Increase the number of teachers with child care credentials

Quality Providers
Drive incentives to higher performing providers

Technical Business Assistance
Offer business assistance to providers in distressed areas

Educate Providers
Provide program directors/staff with training and resources to provide high quality care to all children, including children with disabilities

EDUCATE ALL

Educate families and the community at large about the benefits of quality early learning.

Parental Choice
Develop innovative strategies to help parents choose child care programs that ensure better outcomes for their children

Visibility
Achieve increased visibility of the importance of early learning throughout both counties by creating child care resources and providing information

CAPACITY BUILDING

Strengthen Board and Staff capacity to carry out strategic goals

Advocacy
Engage aggressively & systematically in advocacy to drive better outcomes for children

Early Child Care Education Systems Building
Establish regular meetings with partners to strengthen cross-sector investments and policies for children birth through age five

FUNDING

Increase public and private funding and reallocate funds to strategic goals

Public
Secure adequate resources to ensure high quality delivery to each child we serve

Monroe County
Establish a Permanent Funding Model for Social Services

FIVE YEAR STRATEGIC GOALS

Develop widely accepted state-wide bench marks of quality (e.g. Child assessments, accreditation, learning environment, etc.)

Change state policy to allow ELCs to contract only with childcare programs that meet state-wide quality bench marks

Establish the Performance Funding Program platform as the statewide quality, tiered reimbursement and pay for performance model

School Readiness Early Learning Performance Funding Project

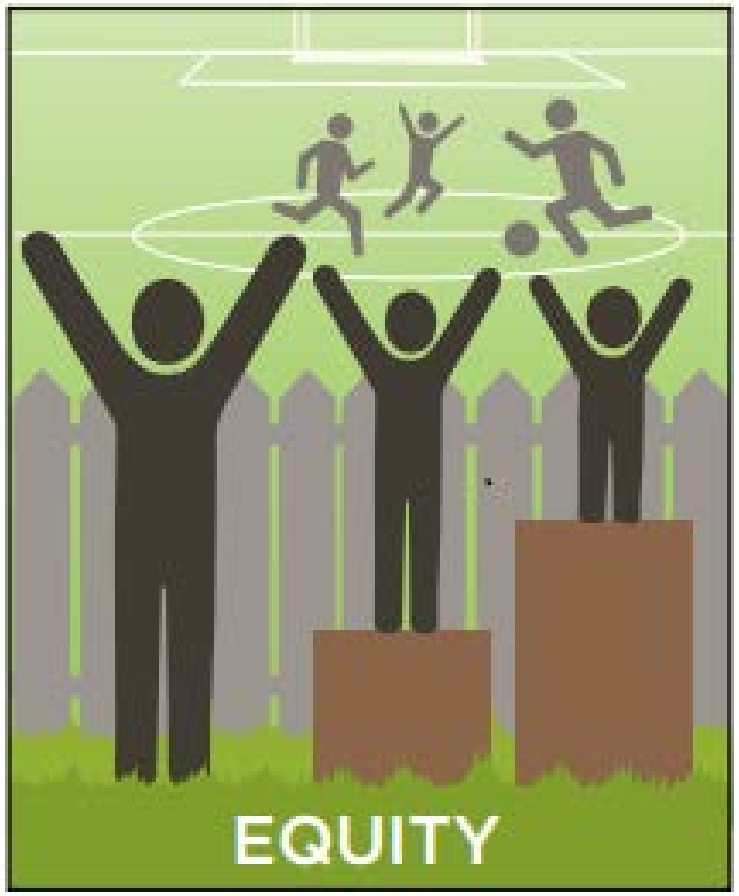
Miami-Dade County's Early Learning Quality Improvement System

Strategic investments

- Additional revenue
- Local solutions
- Targeted investments

The Children's Trust

Thrive by 5



Early Learning Coalition of Miami-Dade/Monroe

OFFICE OF Early Learning

LEARN EARLY. LEARN FOR LIFE.

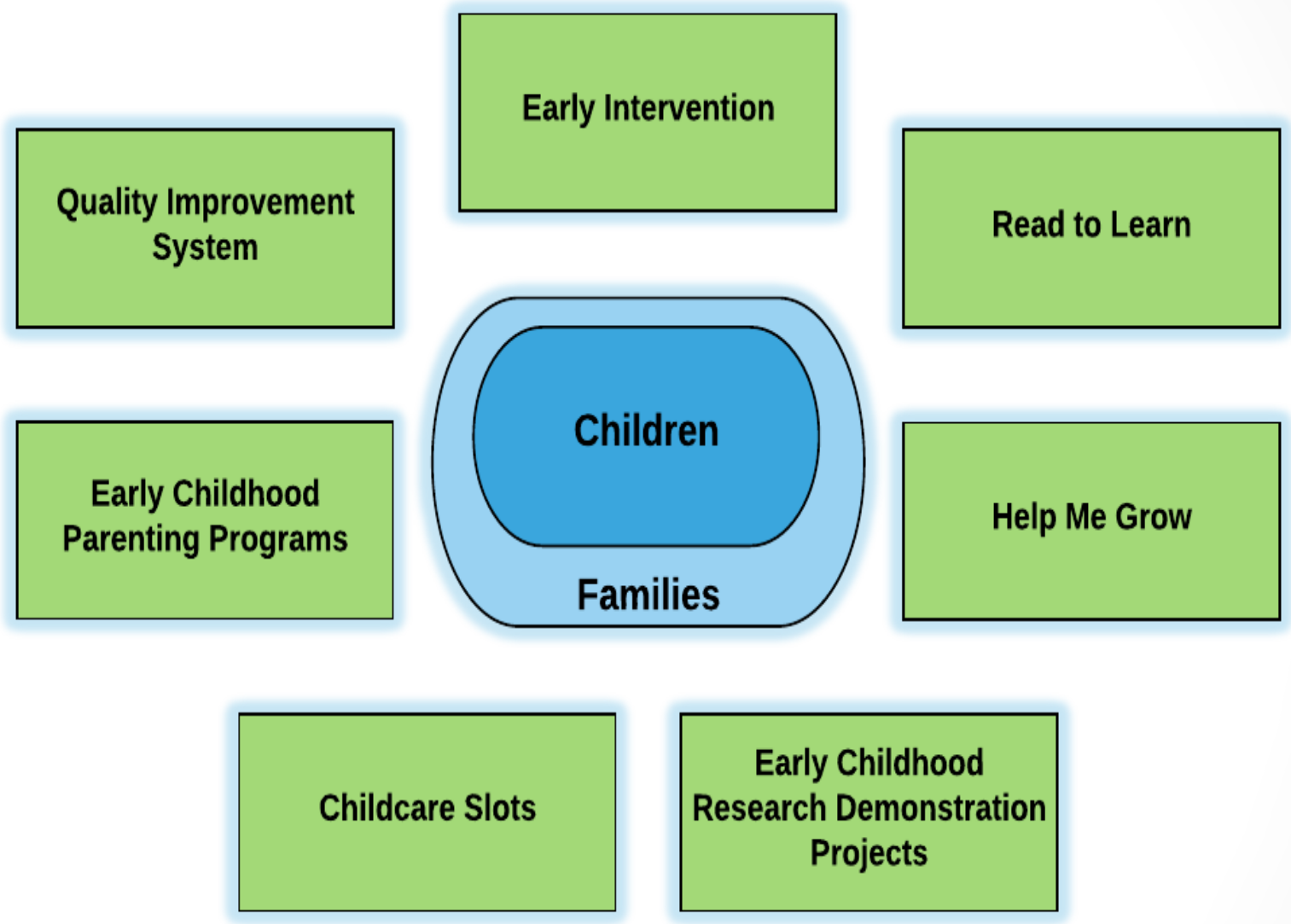
The Children's Trust

Thrive by 5

Early Learning Coalition of Miami-Dade/Monroe

Office of Early Learning

Learn Early. Learn for Life.



The Children's Trust

Thrive by 5

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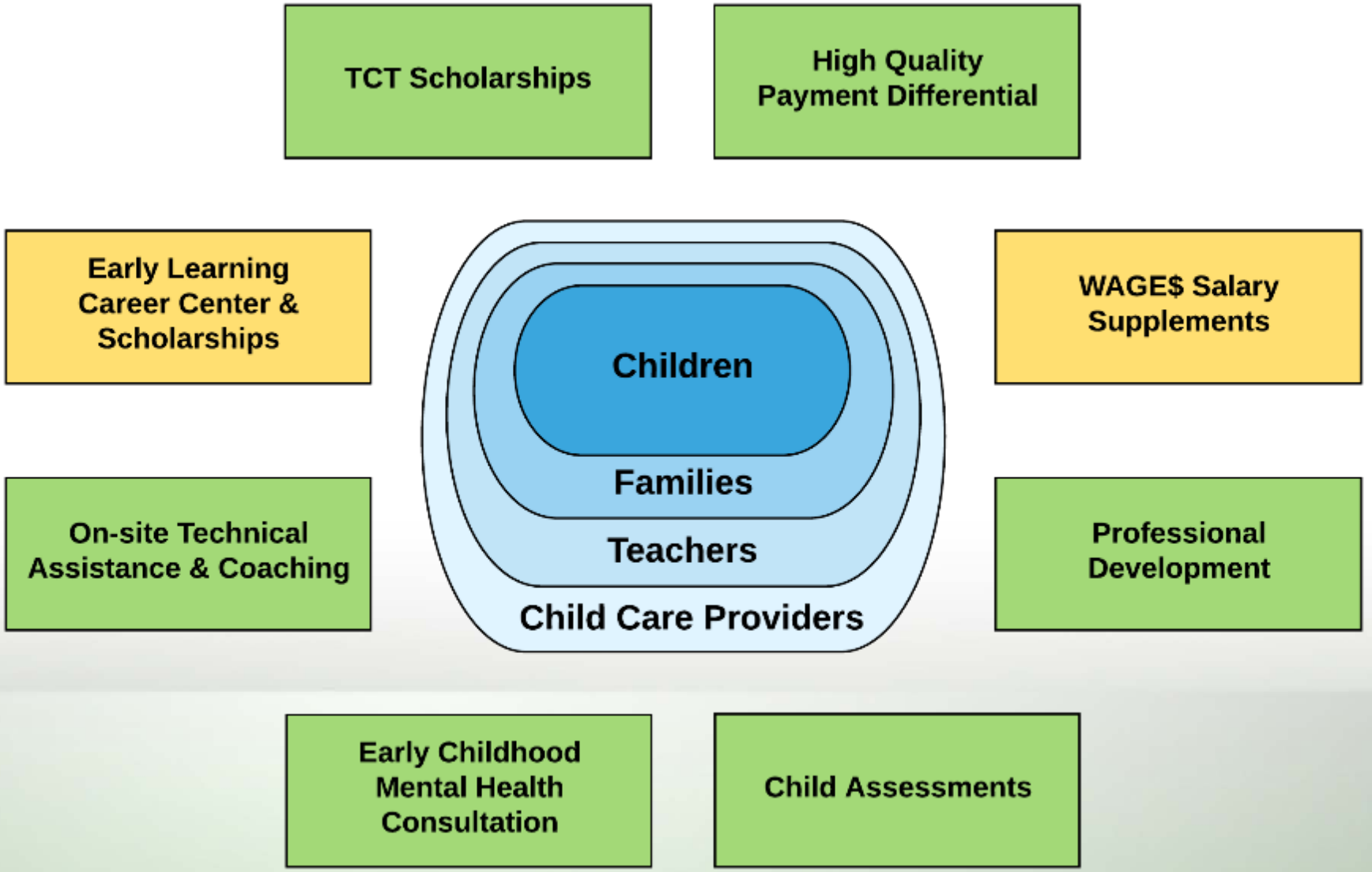


Early Learning Performance Funding Project

Performance Funding

In 2014, the Florida Legislature created the Early Learning Performance Funding Pilot Project in the 2014-15 General Appropriations Act and directed the Office of Early Learning to organize a workgroup of early learning stakeholders who would provide input to OEL on determining the details of the project.

The Children's Trust

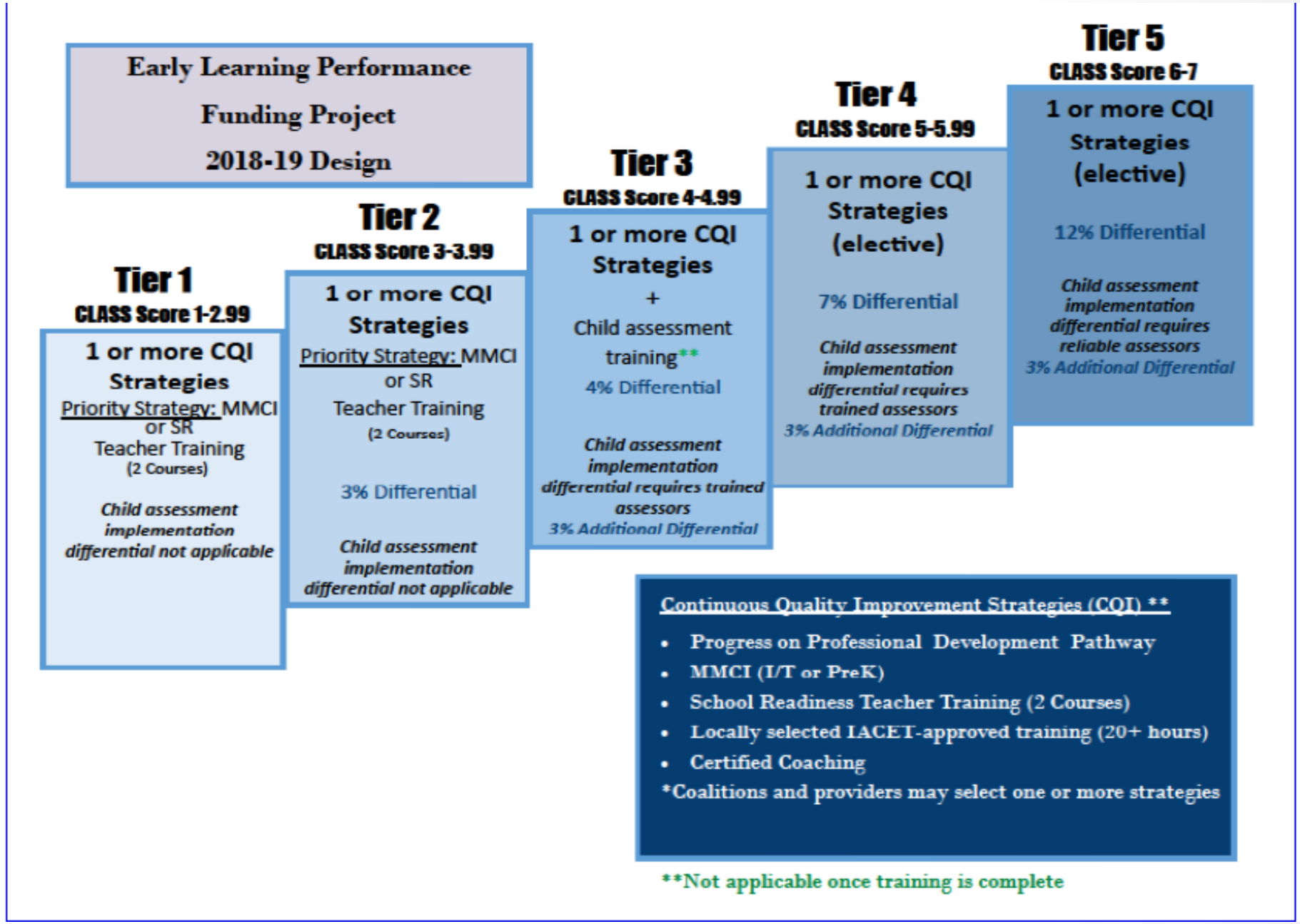
Thrive by 5

Performance Funding

Early Learning Coalition of Miami-Dade/Monroe

Office of Early Learning

Learn Early. Learn for Life.



Performance Funding

OEL Eligibility Criteria

Providers must have:

1) 10% of their birth through school age children enrolled in the SR program;
2) All instructors/directors must agree to participate;
3) An active contract on Nov. 1, 2017 and have received four consecutive payments from Nov. 2017 – Feb. 2018

Miami-Dade Eligibility Criteria

1) Serve infant and toddlers;
2) Serve a minimum of 30% children receiving a School Readiness subsidy;
3) Located in a low-income census tract

*Priority will also be given to programs that have a Gold Seal designation

New State Law goes into effect July 1, 2018 (HB1091)

New State Law goes into effect July 1, 2018 (HB1091)

During the 2018 legislative session, the Florida Legislature passed a bill (HB 1091) that increases quality and accountability in the School Readiness Program. The Office of Early Learning will lead the implementation of this legislation in partnership with your local early learning coalition. There will be opportunities for your input in their rule-making process.

Overview of New Law

Provider with School Readiness Children

- Program Assessment Required
- Exemption

Program Assessment (CLASS) Score

- Minimum Threshold for Contracting
- Minimum Threshold for Quality Improvement Plan
- SR Quality Performance Incentive

Child Assessment Implementation

- SR Quality Performance Incentive

Overview of New Law

Provider serving School Readiness children

- Program assessment required
- Exception only if provider meets exemption to be established in rule

Overview of New Law

Program assessment *(1002.82(2)(n))*

- Measures the quality of teacher-child interactions, including emotional and behavioral support, engaged support for learning, classroom organization, and instructional support for children ages **birth to 5**
- Exemptions will be determined during rule making process

Overview of New Law

Program Assessment (CLASS) Score

- Does Provider meet minimum threshold for contracting?
  - Yes - Receive a SR Contract
  - No – You are not eligible to receive a SR contract UNLESS needed to meet capacity needs for ELC service area
- Eligible for SR Contract: Does Provider meet or exceed the threshold for program improvement?
  - Yes – Quality Improvement Plan not required and eligible for SR Quality Performance Incentive
  - No - Required to go on a Quality Improvement Plan as identified in the SR Contract
- SR Quality Performance Incentive
  - Different levels of payment based on CLASS Score

Overview of New Law

What is the program assessment tool?

The program assessment tool is the Classroom Assessment Scoring System (CLASS). The CLASS assessment is recognized internationally for capturing the elements within a classroom that improve child outcomes. This assessment primarily measures the quality of the classroom interactions between the teachers and children. Many of you have already experienced this through Florida's Early Learning Performance Funding Project (ELPFP) or other quality programs.

Providers who have not participated in CLASS will have an opportunity to learn more about CLASS in the months to come. For more information about CLASS, visit teachstone.com/class.

There will be **no cost** to providers for this annual assessment.

Overview of New Law

Effective July 1, 2019

School Readiness Quality Performance Incentive

Qualifying providers may receive a payment differential based on their CLASS scores. Also, providers implementing an approved child assessment may be eligible for an *additional* payment differential up to 5 percent. The total available payment differential for both CLASS scores and implementation of child assessments will not exceed 15 percent.

Minimum Thresholds

School Readiness providers must meet a minimum score on the CLASS tool to be eligible for a School Readiness contract.

Quality Improvement Plans

School Readiness providers who meet the minimum quality score, but are still emerging in quality (to be defined in rule), will be placed on a mandatory Quality Improvement Plan. Coalitions will identify performance goals and quality improvement strategies to help these providers meet quality scores.

Overview of New Law

What is the SR Quality Performance Incentive?

Differential payment program *(1002.82(2)(o))*

- Effective July 1, 2019
- Based on quality measures of program assessment
- Total may not exceed 15%
- No more than 5% (of the 15%) may be provided to providers who submit valid and reliable child assessment data to statewide information system in the domains of language and executive functioning
- If below minimum threshold for contracting providers and provider is essential for meeting capacity needs, providers are not eligible for payment

Overview of New Law

Child Assessment

- Does Provider implement approved child assessment tool?
  - Yes - you may be eligible for additional SR Quality Performance Incentive (Reporting and Reliability)
  - No - Check with your ELC on how you can start implementing

Overview of New Law

Observation-based child assessments *(1002.82(2)(k))*

- Provide interval level and criterion-referenced data that measures equivalent levels of growth across the core domains of early childhood development and that can be used for determining developmentally appropriate learning gains
- Measure progress in the performance standards
- Provide for appropriate accommodations for children with disabilities and English language learners and be administered by qualified individuals, consistent with the developers instructions
- Must be conducted at least three times a year

Rule Making

OPPORTUNITIES FOR INPUT IN RULE MAKING PROCESS

Rule 6M-4.740 Program Assessment Rule ***NEW***

Rule 6M-4.XXX Program Assessment Minimum Threshold Rule ***NEW***

Rule 6M-4.610 Statewide Provider Contract for the SR Program

- Quality Improvement Plans

Rule 6M-4.630 Statewide Provider Contract Monitoring Tool for the SR Program

Rule Making

OPPORTUNITIES FOR INPUT IN RULE MAKING PROCESS

Rule 6M-9.115 Procedures and Criteria for Approval of the SR Plans
Rule 6M-4.500 Child Attendance and Provider Reimbursements
Rule 6M-4.620 Health and Safety Checklists and Inspections
Rule 6M-8.301 Standard Statewide Provider Contract for the VPK Program

Sign up to be notified for upcoming rule workshops and hearings.
http://www.floridaearlylearning.com/statewide_initiatives/laws_and_rules/proposed_rules.aspx

How can you prepare for Program Assessment?

Apply for the *Early Learning Performance Funding Project*. Why wait until 2019 to get started? You can get a jump-start on professional development and improving your score. Let us help you now, before it is mandatory. Applications for PFP open May 30, 2018!

Get Familiar with the CLASS tool. The Office of Early Learning will be offering several opportunities to learn more about the CLASS tool. We strongly encourage providers to take advantage of these opportunities as they become available. These resources will help practitioners become familiar with the CLASS tool and learn more about the impact of quality teacher-child interactions on children's cognitive and social outcomes.

Attend Making the Most of Classroom Interactions (MMCI). MMCI is an interactive course for teachers led by Teachstone®-trained coaches in your coalition's service area. Over the course of 10 sessions, your coach provides in-person training to teachers, preparing them to identify, understand and apply stronger CLASS interactions in their classrooms. For more information on MMCI course offerings, visit _____.

Summary

	Current School Readiness Program	2018-19 ELPFP	School Readiness Effective July 1, 2019
Provider Participation Requirements	Required for SR Contract: Health and Safety Inspection	Voluntary Participation –10% enrollment of SR Children –Providers with specific characteristics prioritized for participation –Active SR Provider	Required for SR Contract: –Health and Safety Inspection –Program Assessment (CLASS) • Providers serving children ages 0-5 • Other Exemptions

Summary

	Current School Readiness Program	2018-19 ELPFP	School Readiness Effective July 1, 2019
Program Assessment/ Quality Measure	Optional, may be part of local QRIS	CLASS score determines: – PFP Tier and associated quality improvement strategy – Differential payment level	CLASS score determines: – Differential payment level – Minimum threshold for contracting – Minimum threshold for program improvement through improvement plan Provider may be terminated for up to 5 years if they do not meet minimum quality measures

Summary

	Current School Readiness Program	2018-19 ELPFP	School Readiness Effective July 1, 2019
Quality Improvement Strategies	Optional	Tier dictates quality improvement strategy requirement	Quality improvement strategies required through quality improvement plan, if applicable. Optional for others

Summary

	Current School Readiness Program	2018-19 ELPFP	School Readiness Effective July 1, 2019
Child Assessment Implementation	Optional – Cannot be required for participation in SR – Pre- and post-assessment	PFP tier dictates requirements and incentives for implementation Tier 3 – Assessment tool training required Tiers 3, 4 & 5 – Voluntary implementation for additional differential	Voluntary for additional payment differential – At least 3 times – Data must be submitted in format to be used in statewide information system – Data must be valid and reliable

Additional Information

For more information about this upcoming change to the School Readiness Program, you may send questions to the Office of Early Learning at OEL.Questions@oel.myflorida.com.

VPK Readiness Rates

What is the VPK Provider Readiness Rate?

- Section 1002.69, Florida Statutes (F.S.), requires the Florida Department of Education to adopt a statewide kindergarten screening instrument that assesses the readiness of each student for kindergarten based on the performance standards adopted by the department under section 1002.67(1), F.S., for the VPK Program.
- The readiness rate reflects the percentage of screened children a VPK provider has adequately prepared for Kindergarten and teachers use the results to help understand each child's readiness for school and plan lessons to meet individual needs.
- The readiness rate is based on the Florida Kindergarten Readiness Screener (FLKRS).

What is the Florida Kindergarten Readiness Screener (FLKRS)?

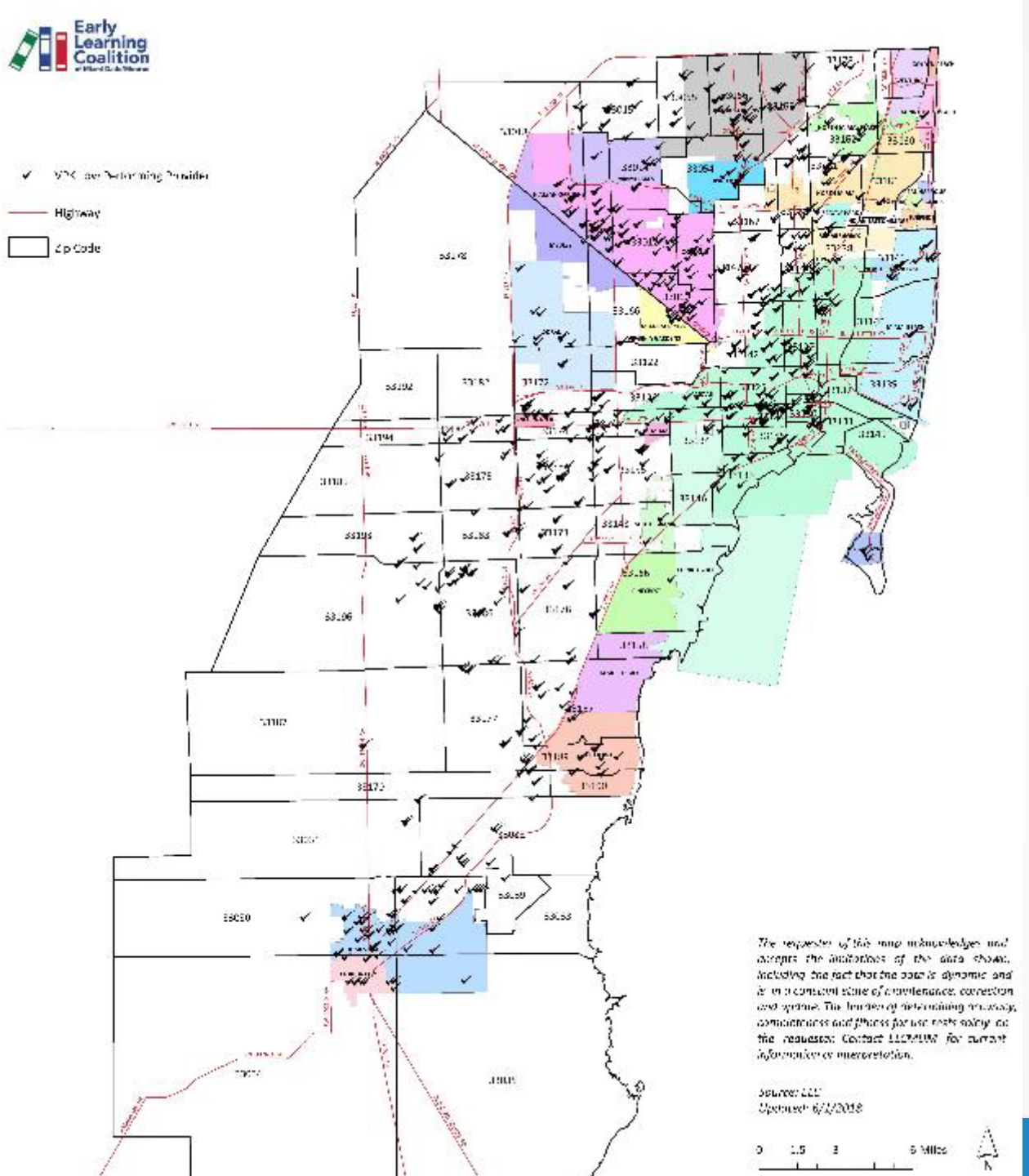
- DOE selected the **Star Early Literacy** assessment.
- State law requires screening for all public school kindergarten students within the first 30 instructional (school) days of the school year. *Private schools may administer the FLKRS as well.*
  - *There were 6,078 records for children who attended private schools submitted this year and the majority of those are from Miami-Dade.*
- Florida FLKRS results*:
  - Number of Test Takers: 187,056
  - Number "Ready for Kindergarten" *(Scoring 500* on Star Early Literacy Assessment): 100,909*
  - Percentage "Ready for Kindergarten" *(Scoring 500* on Star Early Literacy Assessment): 53.95%*

* http://www.fldoe.org/core/fileparse.php/18494/urlt/Fall17FLKRSbyDistrict.xlsx

Miami-Dade/Monroe FLKRS Results

- Miami-Dade FLKRS results:
  - Number of Test Takers: 22,078
  - Number "Ready for Kindergarten" *(Scoring 500* on Star Early Literacy Assessment): 11,126*
  - Percentage "Ready for Kindergarten" *(Scoring 500* on Star Early Literacy Assessment): 50.39%*
- Monroe FLKRS results:
  - Number of Test Takers: 614
  - Number "Ready for Kindergarten" *(Scoring 500* on Star Early Literacy Assessment): 330*
  - Percentage "Ready for Kindergarten" *(Scoring 500* on Star Early Literacy Assessment): 53.75%*

VPK Low Performing Providers 2016-2017 Miami-Dade County, FL



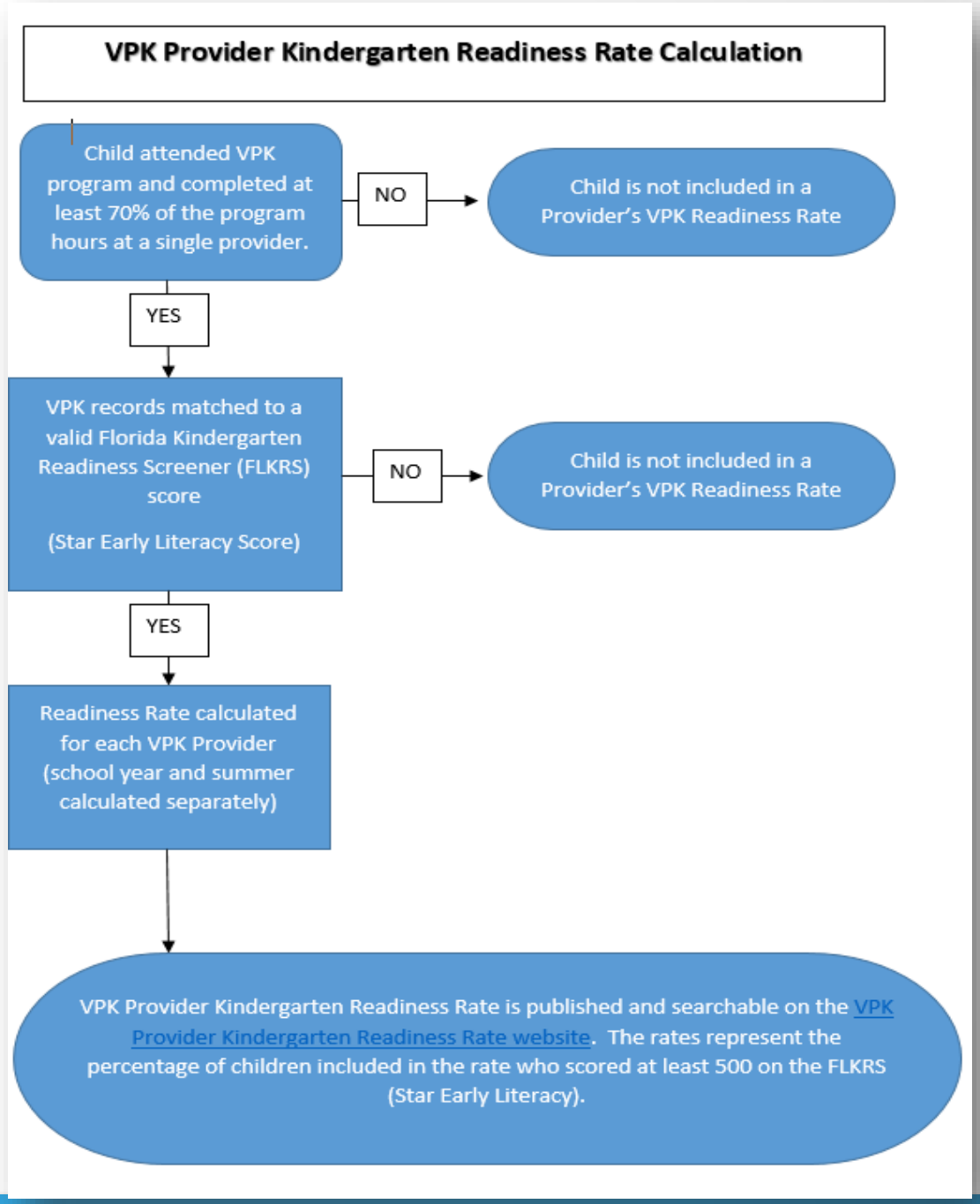
What is Star Early Literacy?

- It is an online, “adaptive” assessment that students take by themselves in about 15-20 minutes on a computer in an audio-visual format with adult monitoring.
- The assessment measures:
  - Print Knowledge - Alphabetic Principle, Concepts of Word, Visual Discrimination, Phonics (letters and sounds).
  - Phonological Awareness – Phonemic Awareness
  - Oral Language/ Vocabulary – Vocabulary
  - Early Numeracy – Number Sense
  - Independent Reader Skills* – Structural Analysis, Sentence-Level Comprehension, Paragraph-Level Comprehension

    **Items are available to children, if appropriate, based upon responses to earlier skill items.*
- Star Early Literacy is an adaptive test, asking easier or more difficult questions based on the child’s last response. This type of test aims to ask the least number of questions to get at the child’s skill level(s), thus reducing testing time.
- Children may respond by using a mouse, keyboard or touchscreen.
- Star Early Literacy practice questions and a computer mouse tutorial are available so children can become used to the format before taking the assessment.
  - http://www.renlearn.com/lp/Florida%20K-Readiness%20Practice/

What is the criteria for receiving a Readiness Rate and how is it calculated?

- Providers must serve at least four (4) VPK children who completed 70% or more of the instructional hours of the VPK program and have been matched to a score on the FLKRS.
- Providers who offered School Year and Summer VPK programs will receive two separate rates for their program.



What is the criteria for receiving a Readiness Rate and how is it calculated? (Continued)

- In order to have received a satisfactory rate, a VPK provider must have at least sixty (60%) percent of children score a minimum of 500 on the Star Early Literacy assessment. For 2016-17 rates, a score between 60 and 100 percent is satisfactory.
- The creators of the Star Early Literacy assessment identified **500** *(Emergent Reader)* as the score that would be expected for a 5-year-old.
  - Star Early Literacy Scaled Scores: **Emergent Reader (300–674)**, Transitional Reader (675–774), and Probable Reader (775–900).
    - Early Emergent Reader (300–487): Student is beginning to understand that printed text has meaning. The student is learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. The student is also beginning to identify colors, shapes, numbers, and letters.
    - Late Emergent Reader (488–674): Student can identify most of the letters of the alphabet and can match most of the letters to their sounds. The student is also beginning to "read" picture books and familiar words around the home. Through repeated reading of favorite books with an adult, students at this stage are building their vocabularies, listening skills, and understandings of print.
  - The average score for a student who completed VPK was 541. The average score for children who did not participate in VPK was 487.

What happens to a provider if they receive a rate below the minimum rate?

- A provider whose readiness rate is less than 60 percent (0-59%) is low performing. Also known as **Provider on Probation.**
- For the 2016-17 and 2017-18 readiness rates:
  - No provider will receive a new probationary status.
  - An existing provider on probation whose readiness rate meets the criteria in the new rule is removed from probation.
  - An existing provider on probation whose readiness rate does not meet the criteria will remain on probation in their existing status (e.g., a provider on probation in year two (2) will remain a year two (2) provider on probation).
- For the 2016-17 Program Year, a total of **1,027** Miami-Dade/Monroe providers offered VPK and **440** of them did not meet the minimum rate.

Provider on Probation (POP)

- For the upcoming school year, **95+** plus providers will remain on probation in their existing status. (*There are **544** providers statewide.)*
  - They are required to submit an improvement plan. Providers can select *Staff Development Plan* or *Developmentally Appropriate Curricula*.
- We are working closely with the Office of Early Learning (OEL) for additional resources we can offer providers who did not meet the minimum rate.

VPK Assessment Tool

VPK Assessment

- Florida Statute 1002.67(3) directs that each private prekindergarten provider and public school in the Voluntary Prekindergarten Education Program must implement an evidence-based pre- and post-assessment that has been approved by rule of the State Board of Education. It is ***required*** for providers to administer the Florida VPK Assessment Period 1 (AP1) and Assessment Period 3 (AP3) in order to track child development over the course of the year.

VPK Assessment

- **Assessment Period 1 (AP1):** which is the first 30 calendar days of the VPK class schedule beginning with the first VPK instructional day and including non-instructional days.

- ***Assessment Period 2 (AP2):*** *middle of the VPK class's scheduled hours**
  - *Providers on probation that have chosen the Staff Development Plan for Providers on Probation are required to administer AP2.*

- **Assessment Period 3 (AP3):** which is the last 30 calendar days of the VPK program ending on the last VPK instructional day and including non-instructional days.

VPK Assessment (Continued)

- It is administered by the VPK Instructor or other paid staff member who:
  - Meets the minimum qualifications to be a VPK instructor **and**
  - Completes the training "How to Administer the VPK Assessment" by registering on the DCF child care training system and participating in an instructor-led training or online training, or by viewing the VPK Assessment Instructional DVD included in each VPK Assessment kit and documenting the date.

- The assessment measures skills are aligned to the Florida Early Learning and Developmental Standards for Four-Year-Olds (2011) adopted for use in VPK.
  - VPK Assessment Measures
    - Print Knowledge
    - Phonological Awareness
    - Mathematics
    - Oral Language/Vocabulary

VPK Assessment (Continued)

- Reports
  - After administering the VPK Assessment, VPK instructors and administrators can benefit by downloading reports (child, class, center) to see children's progress and modify instruction to meet each child's needs.
  - Individualized Parent Letters are available in 3 languages *(English, Spanish, and Creole)* to share with children's families during conferences.

ELC Around Town

Strategic Plan Priority Initiative:

- **Educate All**

ELC and Children's Movement Host a Jeffersonian Dinner (May 14, 2018)

Congratulations to Leigh Cooper-Peabody

The Early Learning Coalition is pleased to announce Leigh Cooper-Peabody, Provider Relationship Specialist, has been selected by Radical Partners, a community social impact accelerator, to participate in their six week Leadership Lab Cohort.

Leigh has been with the ELC since May 2015. Among her many community activities, she is an Executive Board Member of the Coconut Grove Negro Women's Club. Serving the West Coconut Gove Community and promoting the education of its women and girls through leadership development, college-readiness, scholarship services and a robust mentorship program with members of the Women's club.

Radical Partners was founded in 2012 by Rebecca Fishman Lipsey formerly Executive Director of Teach for America. The Leadership Lab, funded by JP Morgan Chase & Co., focuses on supporting powerful leaders to strengthen their local social impact.

We congratulate Leigh for being recognized as a true leader.

KEVIN WADLOW/Free Press

SueEllen Bennett, left, director of the St. James Children's Center in Islamorada, joins students for a reading lesson. For more than three decades, Bennett has helped care for the young children of working families.

Center director's 'extended family' grows over decades

BY KEVIN WADLOW
Free Press Staff

ISLAMORADA — Every day feels like Mother's Day to SueEllen Bennett.

"It does feel like I've been a second mom to a couple hundred kids, probably more than a thousand by now," Bennett, director of the St. James Children's Center in Islamorada, laughed in response to a question about Sunday's holiday.

After 34 years leading the preschool at St. James the Fisherman Episcopal Church, she has gotten used to welcoming back nearly a dozen of her former charges, now Upper Keys parents dropping off their own children.

"So maybe make that a second grandmother, too," she said. "Several people who came here as children grew up, got married and had a family, and have sent their kids here. Once you get south of Jewfish Creek, it is one big happy family."

After her family moved to Key Largo from Miami in 1976, her own two children drew her into a child-care career.

"I started staying to help take care of the kids," she said, "and it just grew."

Bennett worked at Plantation Key School's day-care facility, opened because school faculty there had few options for preschool care.

"There were no others around at the time," she said.

Since 1984, Bennett has been at St. James, nurturing children ages 2.5 to 5 years old. Six teachers, "all good friends," are on staff to work with a typical class of 45 youngsters. The day-care is open year-around, 7:45 a.m. to 4:30 p.m. weekdays.

"We only have good children. They're the only ones we take," Bennett joked. "Sometimes the parents are surprised to hear how well-behaved they are in school.

"It seems like we're get-

See FAMILY, page 4B

Family

Continued from page 1B

ting a lot more children in the last few years," she added. "We're licensed for 50 students but try to keep a smaller ratio" under guidelines from the school certification agency, the National Association for the Education of Young Children.

"We have a few extra this year because of the hurricane, including a child from a Puerto Rico family that's staying here until things get settled there," Bennett said.

Bennett endured her own grim first-hand experience with Hurricane Irma. Two trees crashed into the roof of her doublewide modular home in the Harry Harris subdivision, destroying it. Former students and their families have pitched in to help, she said.

"I've had to move four times because we thought we'd be closer" to getting permits for a replacement, she said. "The school helps keep me sane.

"I love how happy the children get," she said. "I love listening to them because they will tell you whatever they're thinking."

kwadlow@keysnews.com

Second mom to many

KEVIN WADLOW/Free Press

SueEllen Bennett, director of the St. James Children's Center in Islamorada, has an extended family that continues to grow after more than three decades of helping to care for the young children of working families. She is pictured at center, kneeling. See story on page 1B.

May 22, 2018

COMPANY OF THE WEEK CORPORATE SOCIAL RESPONSIBILITY

Regions Bank Delivers Financial Seminars to Parents of Head Start Children

Regions believes in providing — wherever and whenever — the knowledge people need for making better financial decisions. That commitment explains how some Miami-area bankers came to deliver seminars to parents of children enrolled at Early Head Start centers serving low-income families.

Sessions are held as parents pick up their children. They leave with budgeting templates, an understanding of credit reports, information about free Volunteer Income Tax Assistance, and other financial tools

Following a 2017 pilot program conducted in partnership with the Early Learning Coalition of Miami-Dade and Monroe Counties, Regions bankers in the first four months of 2018 presented to 171 parents and 33 staffers at 26 Early Head Start centers, providing 78 hours of community service. Those numbers continue to grow.

Parents seminars have resulted in new banking relationships including checking accounts, mortgage applications, insurance policies, and debt-management assistance. Responding to participants' requests, some future sessions will focus entirely on the home-buying process.

Congratulations Regions Bank!

http://www.fsroundtable.org/regions-bank-delivers-financial-seminars-parents-head-start-children/

In Miami's Liberty City neighborhood, Regions Bank Branch Managers Della Pitts (left) and Tanisha Johnbaptiste (center) share financial insights with a parent at Liberty Academy Daycare. Regions financing helped Liberty Academy expand its facilities to provide services to more families.

Regions Bank associates providing financial seminars to parents of children in the Early Head Start program at Rainbow Child Care in Miami's Little Havana neighborhood include (standing, from left) Branch Manager Robert Pena, Community Affairs Manager Ramon Rodriguez, and Financial Relationship Consultants Marvel Santos and Lisandra Barcenas

10 Days of Connection

- Brunch at the South Service Center

- Brunch at the North Service Center

- Brunch at Edison Plaza

- Brunch at ELC Main Office

- Brunch at the Central Service Center

ELC Café
Join in. Join Us. Join the Conversation.
Gender in the Early Years
Friday, June 8, 2018 • 10:00 a.m. - 12:00 p.m.
Early Learning Coalition of Miami-Dade/Monroe
2555 Ponce De Leon, Suite 500, Coral Gables, FL 33134
Event Will be Streamed Live!
Early Learning Coalition of Miami-Dade/Monroe
EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT INSTITUTE
OFFICE OF Early Learning
LEARN EARLY. LEARN FOR LIFE.

Monroe Updates

Monroe Update

Enrollments in both School Readiness and VPK continue to grow:

- **VPK**
  - The number of children in the program in December was **437** representing a **net increase of 4 children** when compared to **433** for the month of February 2018.

- **School Readiness**
  - There continues to be no wait list of pending applicants for Monroe County and we continue to send invitations to families to enroll their children. The School Readiness count for March was **464** representing a **net increase of 14 children** when compared to the final unduplicated child count of **450** for the month of February 2018.

- **Quality Counts/PFP**
  - We have hired a Key West based Monroe Quality Counts Specialist, Ms. Christine Picanso. She has successfully taken on the role, and has already jumped right into performing visits with many providers throughout the Lower Keys.
  - The Quality Counts program is undergoing a transition for all providers to mirror the Performance Funding Program, once the transition is complete, Specialist Picanso, and Keller will provide further information to all applicable providers.
  - The Quality Counts program has 8 current providers actively participating, with our 4 newest providers just finishing up their first round of Devereux Inspections.

Monroe Update

- **Outreach Activities**
  - Staff gave out books to providers for Literacy Week in January.
  - 2 parent focus groups were conducted in February and March at St. James and Community Co-Op to ascertain parents thoughts about the hurricane evacuation, recovery and reparations.
  - ELC was part of a Human Services Panel for the Healthy Start Leadership Team in Key Largo.
  - Met with Save the Children representative on March 15 to do follow up visits at Banana Cabanna, Kreative Kids and Barbara Demming's home.
  - ELC was part of a playground project meeting for Marathon Lutheran entitled "Marathon Lutheran-Working together to help families" to inform the church and community of the need for childcare in Marathon and the key role the facility has as a church to provide that.

- **Supports and Trainings**
  - Advocacy trainings were held for providers in Key Largo, Marathon and Key West in.
  - ELC facilitating the Junior Journey of Hope psycho-social training at Community Co-Op, Marathon Lutheran and Inez Martin. The Inclusion team in Miami is helping cover the trainings in the Upper Keys.
  - The Monroe County Conference and Resiliency Summit team is currently meeting weekly to plan our next conference on Sept 22 at the Key West Marriott Beachside Hotel.

Monroe Update

- **Inclusion**
  - Continual referrals to Early Steps and Child Find.
  - Many providers are catching concerns prior to ASQ results and making referrals earlier.
  - In January, Benchmark Human Services was awarded the contract to administer the Early Steps program in South Florida. They will be taking over services starting on May 1. They are currently hiring all new staff and are planning for a smooth transition to reduce a backlog in the evaluation process.

- **Teen Parent**
  - Currently have 1 teen parent in Marathon, 1 pregnant teen in Marathon, 1 pregnant teen in Key West and 1 pregnant teen in Key Largo.
  - The new contract year begins on July 1 and is currently being reviewed for any necessary changes.

- **Provider Visits**
  - All centers are up and running now, including Kreative Kids.
  - Demming Family Child Care Home is awaiting licensing approval.

Program Updates

Belkis Torres
Vice President for Early Head Start

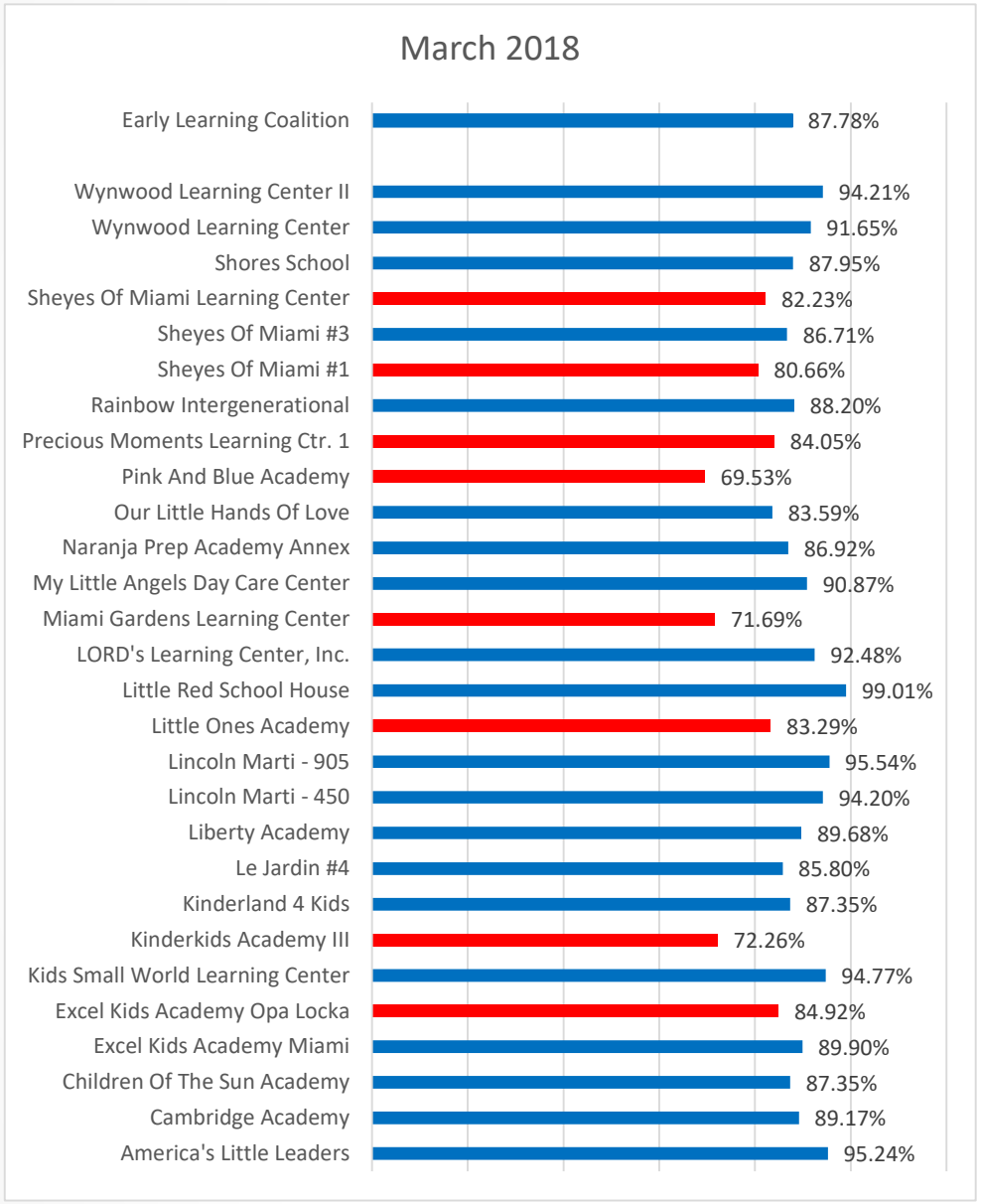
Strategic Plan Priority Initiative:

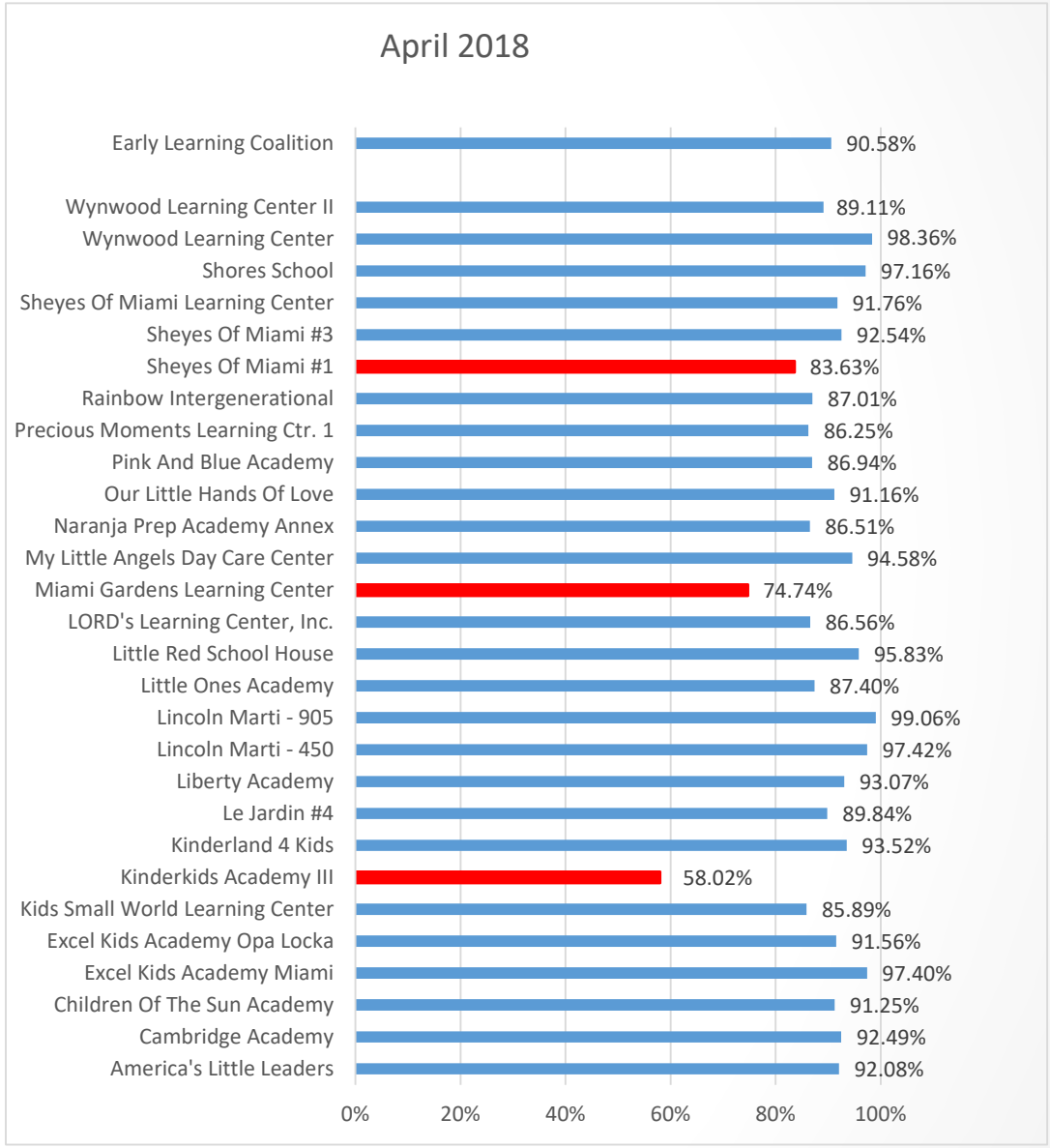
- **Educate All**
- **Neediest Children**
- **Providers**

Enrollment

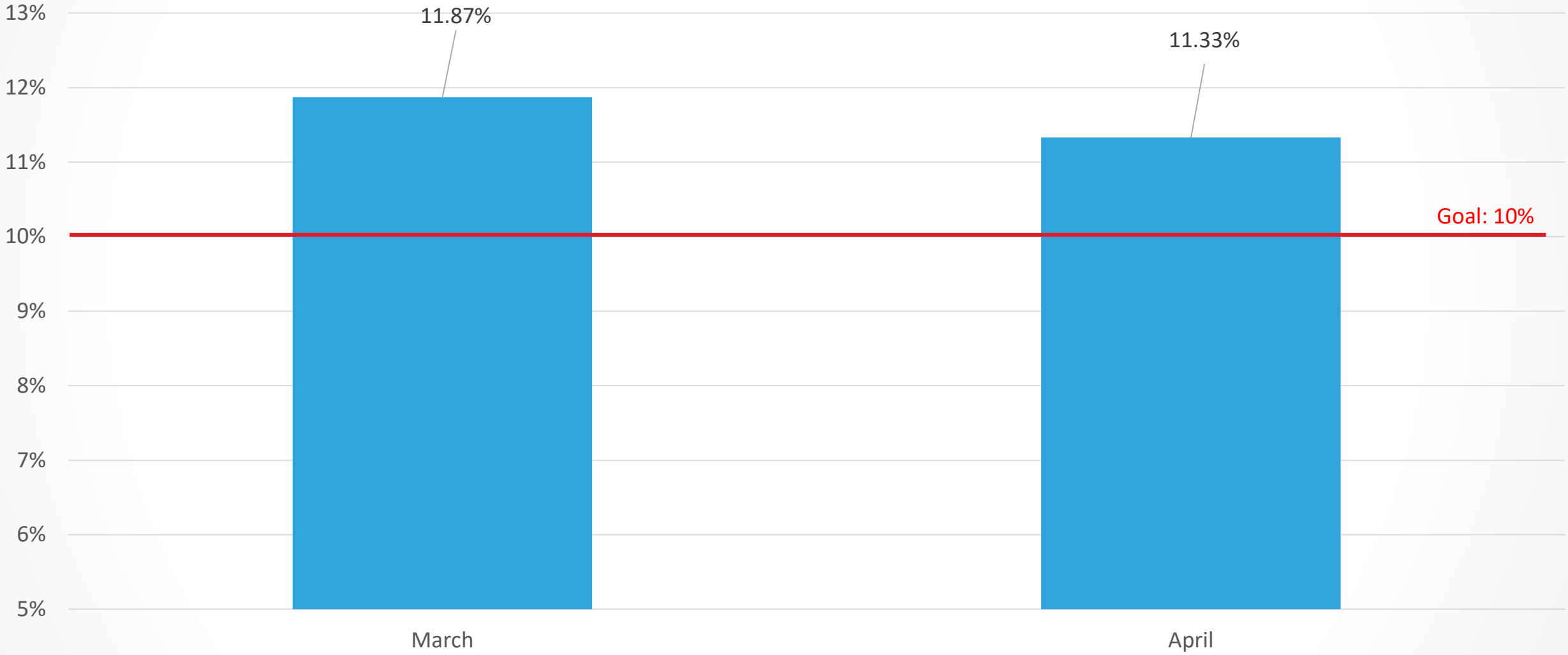
Categories	March 2018	April 2018
EHS Only	516 (69%)	521 (70%)
Dual Enrollment	233 (31%)	226 (30%)
Total Enrollment	749	747

Attendance


March 2018
Early Learning Coalition 87.78%
Wynwood Learning Center II 94.21%
Wynwood Learning Center 91.65%
Shores School 87.95%
Sheyes Of Miami Learning Center 82.23%
Sheyes Of Miami #3 86.71%
Sheyes Of Miami #1 80.66%
Rainbow Intergenerational 88.20%
Precious Moments Learning Ctr. 1 84.05%
Pink And Blue Academy 69.53%
Our Little Hands Of Love 83.59%
Naranja Prep Academy Annex 86.92%
My Little Angels Day Care Center 90.87%
Miami Gardens Learning Center 71.69%
LORD's Learning Center, Inc. 92.48%
Little Red School House 99.01%
Little Ones Academy 83.29%
Lincoln Marti - 905 95.54%
Lincoln Marti - 450 94.20%
Liberty Academy 89.68%
Le Jardin #4 85.80%
Kinderland 4 Kids 87.35%
Kinderkids Academy III 72.26%
Kids Small World Learning Center 94.77%
Excel Kids Academy Opa Locka 84.92%
Excel Kids Academy Miami 89.90%
Children Of The Sun Academy 87.35%
Cambridge Academy 89.17%
America's Little Leaders 95.24%


April 2018
Early Learning Coalition 90.58%
Wynwood Learning Center II 89.11%
Wynwood Learning Center 98.36%
Shores School 97.16%
Sheyes Of Miami Learning Center 91.76%
Sheyes Of Miami #3 92.54%
Sheyes Of Miami #1 83.63%
Rainbow Intergenerational 87.01%
Precious Moments Learning Ctr. 1 86.25%
Pink And Blue Academy 86.94%
Our Little Hands Of Love 91.16%
Naranja Prep Academy Annex 86.51%
My Little Angels Day Care Center 94.58%
Miami Gardens Learning Center 74.74%
LORD's Learning Center, Inc. 86.56%
Little Red School House 95.83%
Little Ones Academy 87.40%
Lincoln Marti - 905 99.06%
Lincoln Marti - 450 97.42%
Liberty Academy 93.07%
Le Jardin #4 89.84%
Kinderland 4 Kids 93.52%
Kinderkids Academy III 58.02%
Kids Small World Learning Center 85.89%
Excel Kids Academy Opa Locka 91.56%
Excel Kids Academy Miami 97.40%
Children Of The Sun Academy 91.25%
Cambridge Academy 92.49%
America's Little Leaders 92.08%
0% 20% 40% 60% 80% 100%

Percentage of Identified Children with Special Needs



March 2018 – Meal Report

Centers	Breakfast		Lunch		PM Snack	
	# of Meals	% of Meals	# of Meals	% of Meals	# of Meals	% of Meals
America's Little Leaders	240	100%	240	100%	240	100%
Cambridge Academy	427	100%	428	100%	428	100%
Children Of The Sun Academy	202	98%	206	100%	202	98%
Excel Kids Academy Miami	898	100%	898	100%	898	100%
Excel Kids Academy Opa Locka	428	100%	428	100%	428	100%
Kids Small World Learning Center	590	96%	590	96%	590	96%
Kinderkids Academy III	230	97%	237	100%	236	100%
Kinderland 4 Kids	283	100%	283	100%	283	100%
Le Jardin #4	600	99%	601	100%	586	97%
Liberty Academy	727	97%	746	100%	736	99%
Lincoln Marti - 450	1,263	100%	1,266	100%	1,266	100%
Lincoln Marti - 905	319	99%	321	100%	321	100%
Little Ones Academy	662	100%	662	100%	662	100%
Little Red School House	498	100%	499	100%	499	100%

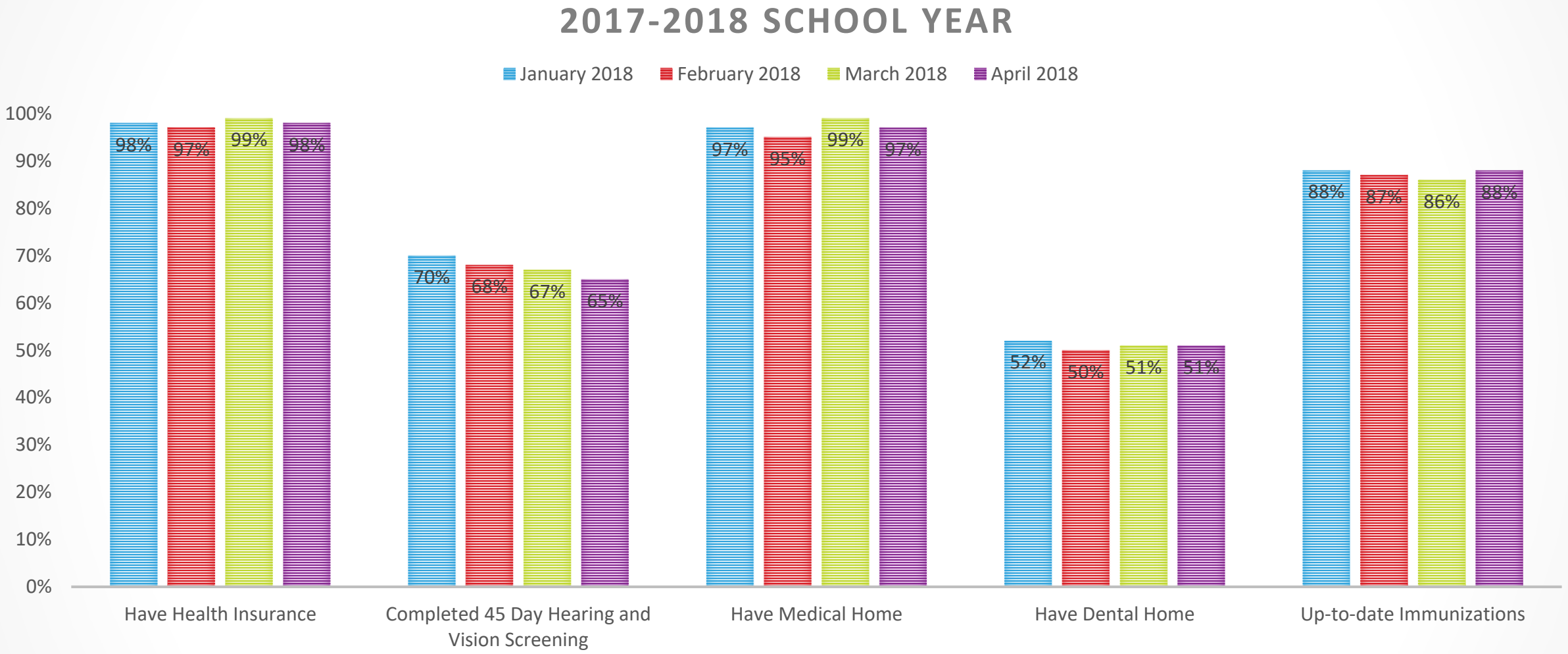
Centers	Breakfast		Lunch		PM Snack	
	# of Meals	% of Meals	# of Meals	% of Meals	# of Meals	% of Meals
LORD's Learning Center, Inc.	292	99%	295	100%	295	100%
Miami Gardens Learning Ctr.	258	72%	355	99%	344	96%
My Little Angels Day Care Ctr.	457	100%	451	98%	451	98%
Naranja Prep Academy Annex	194	94%	205	100%	197	96%
Our Little Hands Of Love	266	99%	268	99%	261	97%
Pink And Blue Academy	102	63%	159	98%	131	81%
Precious Moments Learning Ctr.	679	96%	693	98%	665	94%
Rainbow Intergenerational	254	89%	281	99%	281	99%
Sheyes Of Miami #1	534	100%	534	100%	534	100%
Sheyes Of Miami #3	422	100%	424	100%	424	100%
Sheyes Of Miami Learning Ctr.	647	98%	653	99%	651	99%
Shores School	582	100%	584	100%	584	100%
Wynwood Learning Center	448	100%	449	100%	430	96%
Wynwood Learning Center II	813	100%	813	100%	813	100%
Early Learning Coalition	13,315	98%	13,569	100%	13,436	99%

April 2018 – Meal Report

Centers	Breakfast		Lunch		PM Snack	
	# of Meals	% of Meals	# of Meals	% of Meals	# of Meals	% of Meals
America's Little Leaders	226	100%	225	100%	221	98%
Cambridge Academy	455	100%	456	100%	456	100%
Children Of The Sun Academy	218	100%	219	100%	218	100%
Excel Kids Academy Miami	934	100%	925	99%	926	99%
Excel Kids Academy Opa Locka	434	100%	434	100%	433	100%
Kids Small World Learning Center	611	100%	611	100%	611	100%
Kinderkids Academy III	183	97%	187	99%	187	99%
Kinderland 4 Kids	303	100%	303	100%	303	100%
Le Jardin #4	572	99%	575	100%	565	98%
Liberty Academy	771	99%	779	100%	758	97%
Lincoln Marti - 450	1,227	98%	1,227	98%	1,227	98%
Lincoln Marti - 905	317	100%	317	100%	317	100%
Little Ones Academy	661	100%	661	100%	661	100%
Little Red School House	483	100%	483	100%	483	100%

Centers	Breakfast		Lunch		PM Snack	
	# of Meals	% of Meals	# of Meals	% of Meals	# of Meals	% of Meals
LORD's Learning Center, Inc.	277	100%	277	100%	277	100%
Miami Gardens Learning Ctr.	254	72%	355	100%	348	98%
My Little Angels Day Care Ctr.	453	100%	453	100%	453	100%
Naranja Prep Academy Annex	167	77%	210	96%	204	94%
Our Little Hands Of Love	294	98%	299	100%	291	97%
Pink And Blue Academy	102	53%	192	99%	153	79%
Precious Moments Learning Ctr.	666	97%	684	99%	652	94%
Rainbow Intergenerational	243	91%	267	100%	267	100%
Sheyes Of Miami #1	561	100%	561	100%	561	100%
Sheyes Of Miami #3	430	99%	433	100%	433	100%
Sheyes Of Miami Learning Ctr.	722	100%	721	100%	719	99%
Shores School	599	100%	599	100%	599	100%
Wynwood Learning Center	477	100%	479	100%	448	94%
Wynwood Learning Center II	741	99%	741	99%	741	99%
Early Learning Coalition	13,381	97%	13,673	100%	13,512	98%

Health



Analysis for low percentages: There is continual enrollment of new children and they are not coming with their vision and hearing screenings conducted by their pediatrician. Parents are being referred to go back to the doctor for such services to take place.

Seals on Wheels

Seals on Wheels is a mobile dental program that provides preventive dental care to childcare centers in Miami-Dade County in an effort to reduce oral health disparities. Oral screenings, fluoride varnishes and oral hygiene instructions are provided to children 0-5 years of age at no charge.*

- Schools visited in April 2018
  - Excel Miami
  - Excel Opa Locka
- Schools visited in May 2018
  - Naranja

Served in April		Served in May		Served Year-to-Date	
EHS	Non-EHS	EHS	Non-EHS	EHS	Non-EHS
24	0	8	0	293	36

*Source: http://miamidade.floridahealth.gov/programs-and-services/clinical-and-nutrition-services/womens-health/women_dental/index.html

CPR Courses

May 30, 2018 Jesse Trice provided a CPR training for the parents of Little Ones Academy

Health – May Updates

- WIC Partnership May 16th attended Provider Meeting
  - Areas addressed in the meeting
    - Overview of the WIC program
    - Knowledge of breastmilk
    - Breastfeeding support for staff and parents
    - Breastfeeding friendly designation for sites
    - Future endeavors of EHS and WIC

Child Development and Education

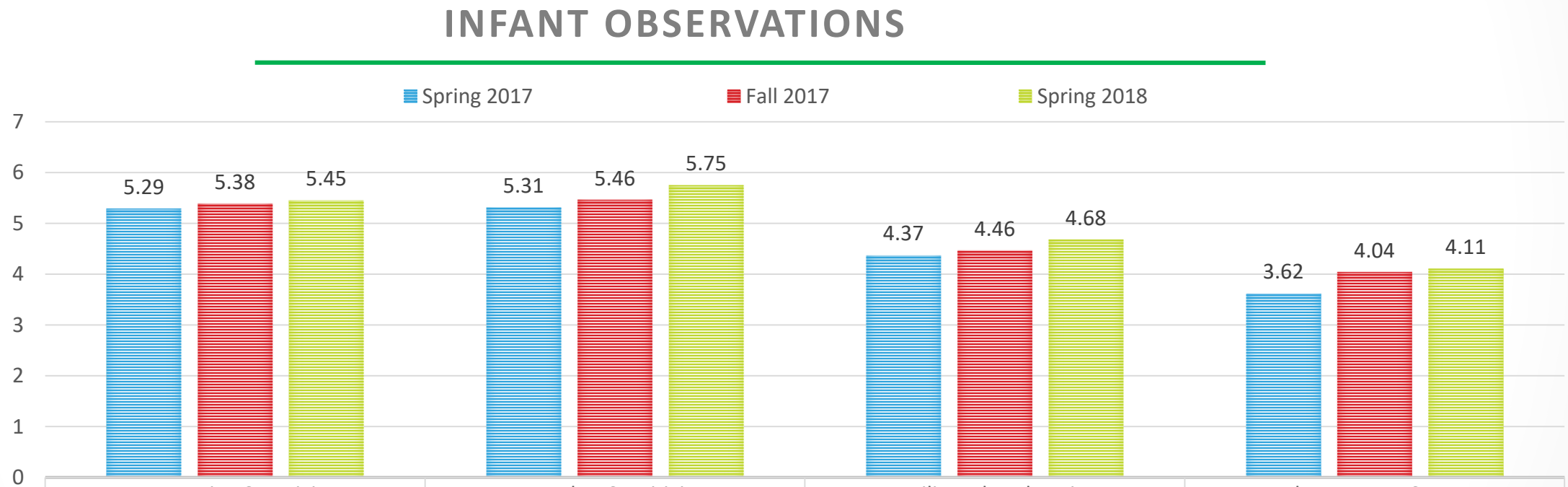
- On April 20, 2018, EHS hosted it's third Professional Development Day. There were 176 teachers in attendance in 3 locations.
  - Miami Dade College Homestead Campus
  - Miami Dade College Carrie Meek Entrepreneurial Campus
  - Miami Children's Museum.

- Topics Included:
  - Introduction to Social Emotional Supports- Citrus health Network
  - Be SMART (gun safety)- Moms Demand Action for Gun Sense in America
  - Transitions from EHS- EHS team
  - Home Visit Policy and Procedures- EHS team
  - Teaching Strategies Gold Check-in- EHS team
  - STEAM (science, technology, engineering, art, and math)

- We also took this opportunity to celebrate Teacher Appreciation Day. Special thank you to our sponsors:
  - Teaching Strategies
  - Kaplan Early Learning Company
  - Lakeshore Learning

CLASS Observations

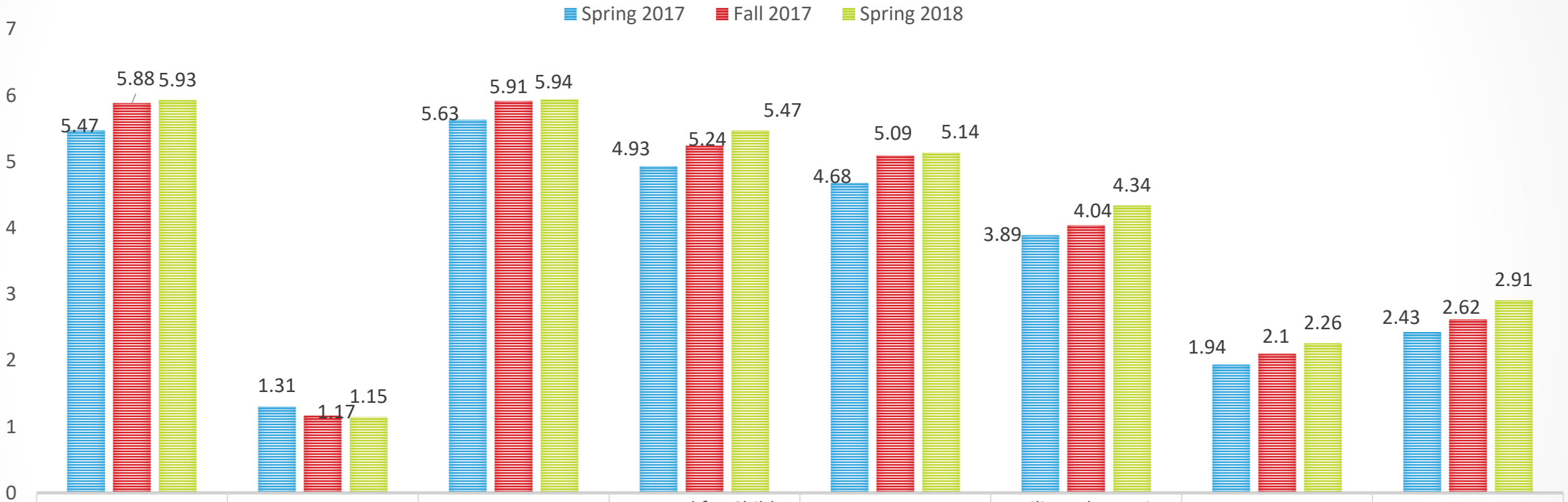
The Classroom Assessment Scoring System (CLASS®) is an observation instrument that assesses the quality of teacher-child interactions in infant, toddler, and preschool classrooms using a 7- point scale for each dimension.



	Responsive Caregiving	Teacher Sensitivity	Facilitated Exploration	Early Language Support
Spring 2017	5.29	5.31	4.37	3.62
Fall 2017	5.38	5.46	4.46	4.04
Spring 2018	5.45	5.75	4.68	4.11

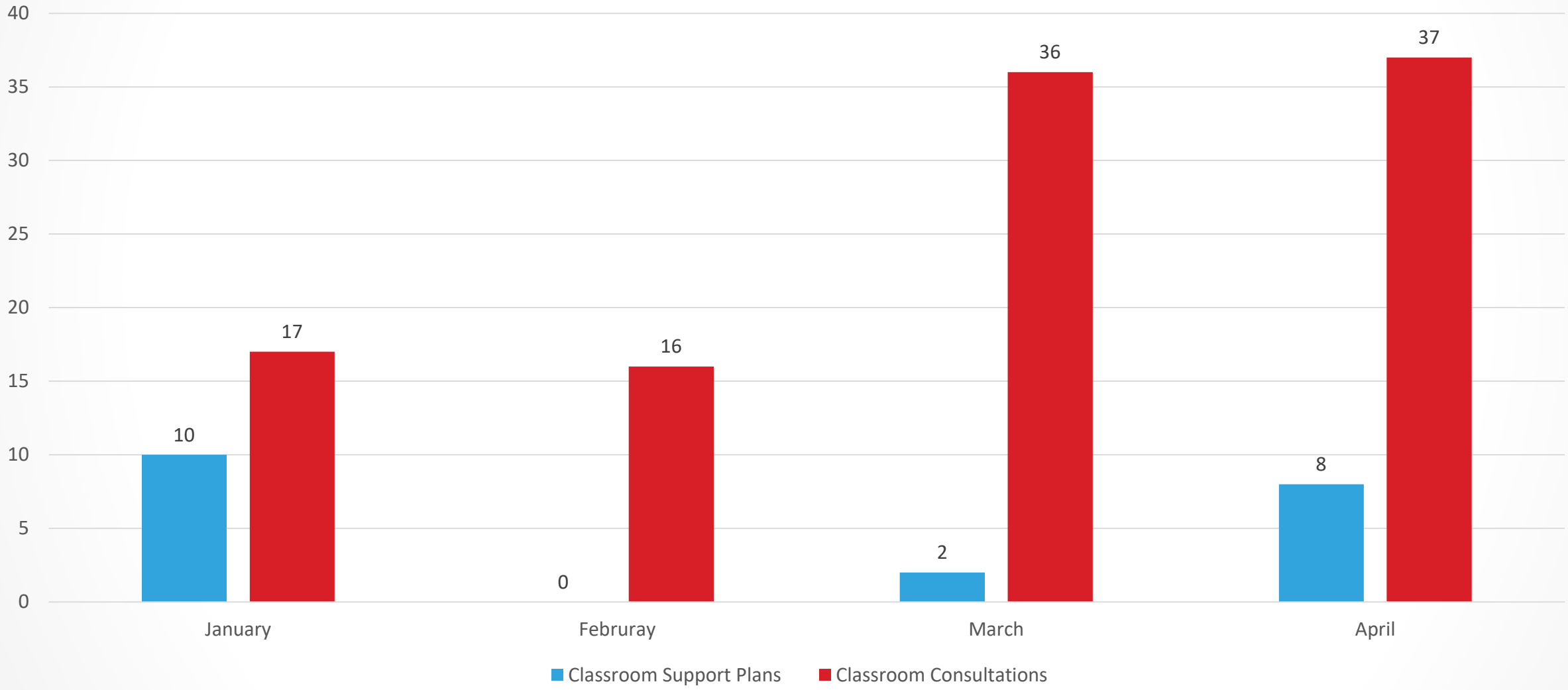
CLASS Observations

TODDLER OBSERVATIONS

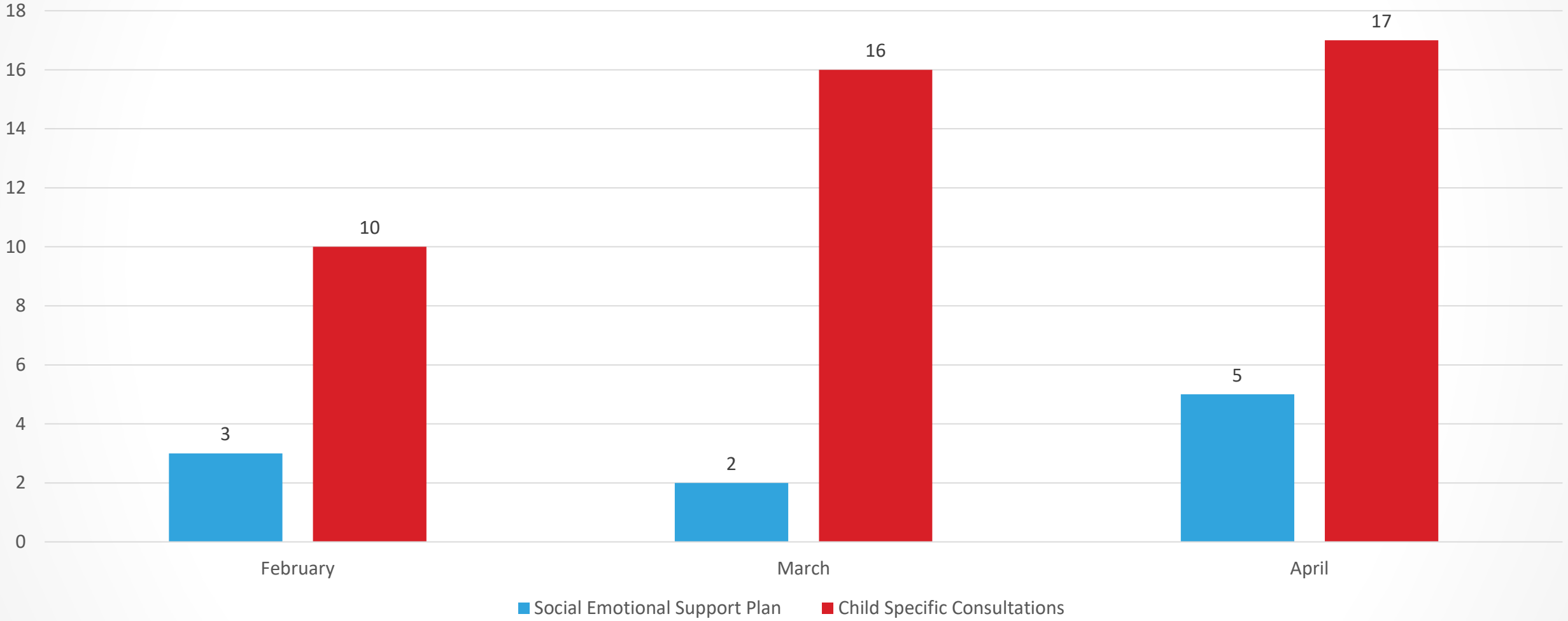


	Positive Climate	Negative Climate	Teacher Sensitivity	Regard for Child Perspective	Behavior Guidance	Facilitated Learning and Development	Quality of Feedback	Language Modeling
Spring 2017	5.47	1.31	5.63	4.93	4.68	3.89	1.94	2.43
Fall 2017	5.88	1.17	5.91	5.24	5.09	4.04	2.1	2.62
Spring 2018	5.93	1.15	5.94	5.47	5.14	4.34	2.26	2.91

Classroom Behavior Support



Child Specific Social Emotional Support



Miami-Dade/Monroe
EARLY CHILDHOOD
PROFESSIONAL DEVELOPMENT
INSTITUTE

A division of the Early Learning Coalition of Miami-Dade/Monroe

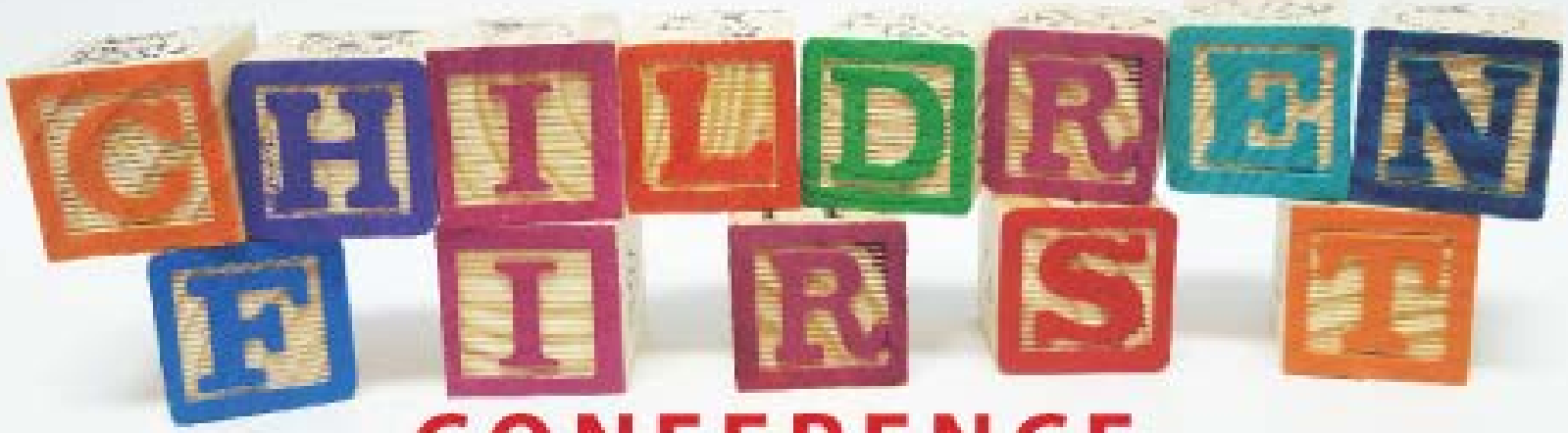
Lidia Clarke, Managing Director

Strategic Plan Priority Initiative:

- **Educate All**
- **Neediest Children**
- **Providers**

Fall 2018

SAVE THE DATE
Monroe Early Childhood Conference
and Resiliency Summit
Building a Strong Foundation
September 22, 2018
Key West Marriott
3841 N Roosevelt Blvd.
Key West, FL 33040
Join community partners along with early learning and child care leaders to celebrate strong children, families and communities, and develop ways to make our communities even stronger.
Who should attend? Professionals, parents, youth and interested individuals in the areas of:
Transportation
Communications
Workforce Housing
The Local Economy
Safety and Security
Early Childhood Education and Development
Child Care Best Practices
Physical and Mental Health
Youth Development
Faith-based Community
Join us, we are celebrating strong children, families and communities.
Early Learning Coalition
Professional Development
Early Learning
Ocean Reef
KEYS STRONG



CONFERENCE

SAVE THE DATE

November 30 and December 1, 2018

Miami Dade College - North Campus

1st Children First

Building a Strong Foundation

A professional development conference for the early childhood education community

Early Learning Coalition of Miami-Dade/Monroe

Early Childhood Professional Development Institute

Office of Early Learning

Learn Early. Learn for Life.

Journey of Hope Program

Building Resiliency Among Children, Youth and Caregivers

Save the Children & The Early Learning Coalition of Miami-Dade/Monroe

Featured Training: *Journey of Hope*- Junior

Partner: Save the Children

- **ORIGIN**
  - The *Journey of Hope*-Junior curriculum (JoH-Jr), is a child based, strength's based that introduces emotions (e.g. fear, anxiety, anger, sadness, anxiety, bullying and self-esteem) and positive coping strategies over the course of 8 weeks.
  - JoH- Jr., has proven to be a valuable tool to normalize emotions and develop positive coping strategies for both everyday life and extreme situations
- **MEDIUM**
  - Cooperative Play
  - Literature
  - Creative Arts

Our Impact to Date: *Journey of Hope*- Junior

Monroe

- *Total Number of Providers:* **6**
- *Total Number of Children*: **72**
  - **Community Co-Op**
  - **Inez Martin FCCH**
  - **Burton Memorial**
  - **St. James the Fisherman Episcopal**
  - **St. Justyn's the Martyr**

Miami-Dade

- *Total Number of Providers*: **6**
- *Total Number of Children*: **141**
  - **The Learning Experience**
  - **Smart Starts Homestead**
  - **Tiny Tots Academy**
  - **RCMA**
  - **Rainbow Intergenerational Learning Centers**
  - **Children's Paradise**

Putting in the work!

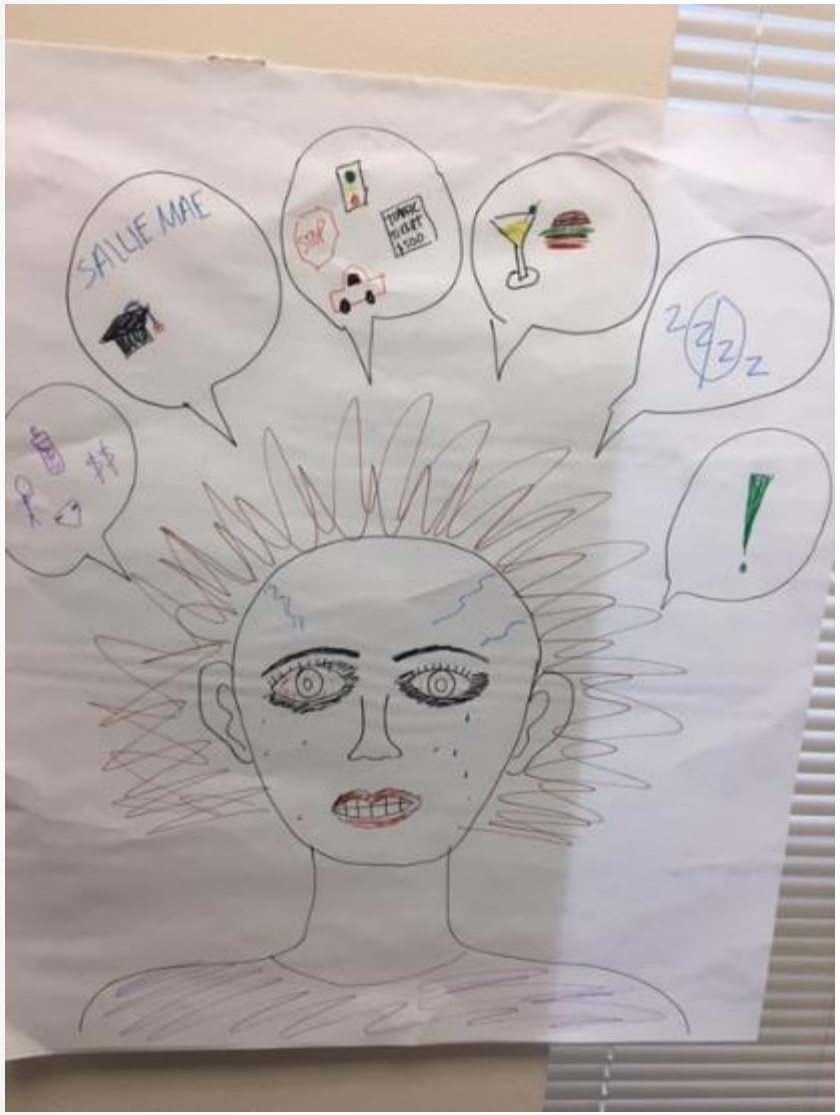
Featured Training: *Journey of Hope*- Care for Caregivers

Partner: Save the Children

- **Objective**
  - The *Journey of Hope*-Care for Caregivers Training, provides a safe space for individual and group reflection by promoting the emotional well-being of early care and education teachers, staff, administrators and parents.

- **Targeted Discussions**
  - Understanding Reactions to Stress and Enhancing Coping Skills
  - Group Work and Community Building
  - Identifying and Amplifying Community Strengths and Assets
  - Planning Collaboratively for Community-Led Action and Support

Our Impact to Date: *Journey of Hope*-Care for Caregivers



- ELCMDM has **15** certified JoH-Care for Caregivers facilitators (PDI and Inclusion)
- JoH- Care for Caregivers is an **IACET Approved Training**
- *Total Number of Group Sessions:*
  - Monroe: **8**
  - Miami-Dade: **2**
- *Total Number of Caregivers*: **120**

We are ready for Expansion in FY 2018-2019

What's New?

Psychosocial Support Specialists

- ❑ Increased capacity to expand the reach of current supports:
  - *Journey of Hope* –Junior
  - *Journey of Hope*- Care for Caregivers

What's New?

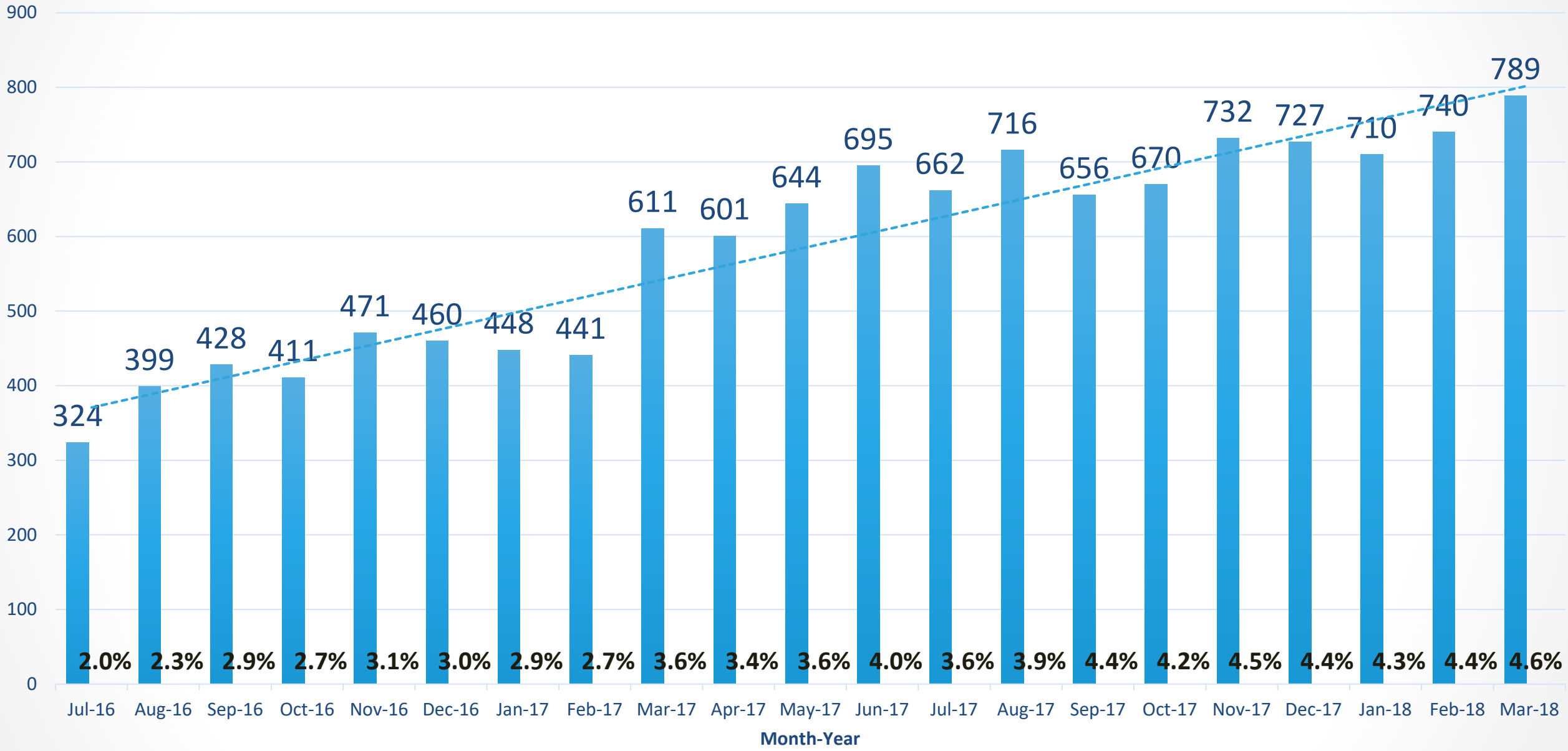
Disaster Risk Reduction and Emergency Preparedness

- ❑ Business Contingency Planning for Providers
- ❑ Pre-K Prep Rally
- ❑ Helping Children Cope with Crises & Helping Caregivers Recover: Self-Care

Research and Evaluation Assessment and Inclusion

Dr. Anabel Espinosa, Director

Strategic Plan Priority Initiative:

- **Neediest Children**
- **Youngest Children**
- **Providers**
- **Funding**

Children with Identified Disabilities